Nebraska Clinical Practice Evaluation
(Guidelines with Example Indicators)

Purpose: The purpose of the Nebraska Clinical Practice Evaluation is to assess the teacher candidate's development of nationally established professional competencies. This Nebraska instrument will allow for common data collection and analysis to be completed for all institutions that prepare teacher candidates in Nebraska and will be used in both annual reports to NDE as well as documentation for state approval and accreditation, beginning Fall 2016.

Standard Indicators: Evaluation standards and indicators listed are based on Council of Chief State School Officers Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, 2011. The example indicators provided for each standard are meant to inform the evaluation of candidates and provide common representations of each. However, they should not be perceived as exhaustive for each standard.

Directions: Please indicate your rating of the teacher candidate's ability to **effectively demonstrate** each standard, including qualitative comments to support your ratings. Use the following performance descriptors to complete the evaluation:

Consistent   The teacher candidate consistently demonstrates the Standard.
Frequent   The teacher candidate frequently demonstrates the Standard.
Occasional   The teacher candidate occasionally demonstrates the Standard.
Rare   The teacher candidate rarely demonstrates the Standard.

Standards/Example Indicators
Standard 1: Student Development
Standard 1.1: The teacher candidate understands how students grow and develop.
Example Indicators: ➢ The teacher candidate observes students, noting changes and patterns in students across areas of development. (1a; 7i; 9d) ➢ The teacher candidate seeks resources to adjust teaching and affect growth and development. (1a; 7i; 9d)
Standard 1.2: The teacher candidate recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.
Example Indicators: ➢ The teacher candidate actively seeks out information about student interests to inform instruction. (1b) ➢ The teacher candidate engages students in developmentally appropriate learning experiences. (1b)
Standard 1.3: The teacher candidate implements developmentally appropriate and challenging learning experiences.
Example Indicators: ➢ The teacher candidate engages students in a variety of learning experiences. ➢ The teacher candidate identifies students' strengths and areas of weakness to advance learning. (1i; 1j)
Standard 2: Learning Differences
Standard 2.1: The teacher candidate understands individual differences and diverse cultures and communities.
Example Indicators: ➢ The teacher candidate observes individual and groups of students to identify specific needs and responds with individualized support, flexible grouping, and varied learning experiences. (1g; 2b; 2c; 2d; 2e; 2f; 2g; 2h; 2i; 2j; 2l; 2m; 2o) ➢ The teacher candidate follows a process, designated by a school or district, for identifying and addressing student needs (e.g., Response to Intervention) and documents student progress. (2f; 2g) ➢ The teacher candidate includes multiple perspectives in the presentation and discussion of content that include each student's personal, family, community, and cultural experiences and norms. (2c; 2d; 2j; 2k; 2m)
Standard 2.2: The teacher candidate ensures inclusive learning environments that enable each student to meet high standards.
Example Indicators: ➢ The teacher candidate incorporates multiple approaches to learning that engage a range of student preferences. (2a; 2d; 2g; 2h; 2m; 8p) ➢ The teacher candidate incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse students. (1g; 2b; 2e; 2g; 2i; 2j; 2l; 2m; 2o; 8p) ➢ The teacher candidate applies interventions, modifications, and accommodations based on IEPs, IFSPs, 504s and other legal requirements, seeking advice and support from specialized support staff and families. (2f)

Standard 3: Learning Environments

Standard 3.1: The teacher candidate works with others to create environments that support individual and collaborative learning.

Example Indicators:
- The teacher candidate sets expectations for the learning environment appropriate to school/district policies. (3n)
- The teacher candidate is a responsive and supportive listener, seeing the cultural backgrounds and differing perspectives students bring as assets and resources in the learning environment. (3f; 3r)
- The teacher candidate varies learning activities to involve whole group, small group and individual work, to develop a range of student skills. (3p)

Standard 3.2: The teacher candidate creates environments that encourage positive social interaction, active engagement in learning, and self-motivation.

Example Indicators:
- The teacher candidate manages the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote student engagement and minimize loss of instructional time. (3d; 8n)
- The teacher candidate provides opportunities for students to use interactive technologies responsibly. (3g; 3m)

Standard 3.3: The teacher candidate manages student behavior to promote a positive learning environment.

Example Indicators:
- The teacher candidate communicates verbally and nonverbally in ways that demonstrate respect for each student. (3f; 3r)
- The teacher candidate articulates explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work. (3e)
- The teacher candidate develops purposeful routines that support expectations for the learning environment. (3a)

Standard 4: Content Knowledge

Standard 4.1: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

Example Indicators:
- The teacher candidate accurately and effectively communicates concepts, processes and knowledge in the discipline, and uses vocabulary and academic language that is clear, correct and appropriate for students. (4h; 4j; 4l; 5i)
- The teacher candidate draws upon his/her initial knowledge of common misconceptions in the content area, uses available resources to address them, and consults with colleagues on how to anticipate student's need for explanations and experiences that create accurate understanding in the content area. (4e; 4k; 4r; 9d)

Standard 4.2: The teacher candidate creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.

Example Indicators:
- The teacher candidate uses multiple representations and explanations that capture key ideas in the discipline, guide students through learning progressions, and promote each student's achievement of content standards. (4a; 4j; 4n; 4r; 8e)
- The teacher candidate engages students in applying methods of inquiry used in the discipline. (4c)
- The teacher candidate links new concepts to familiar concepts and helps students see them in connection to their prior experiences. (4d; 4r)
- The teacher candidate models and provides opportunities for students to understand academic language and to use vocabulary to engage in and express content learning. (4c; 4h; 4o)
- The teacher candidate consults with other educators to make academic language accessible to students with different linguistic backgrounds. (4g)

Standard 4.3: The teacher candidate integrates Nebraska Content Standards and/or professional standards within instruction.

Example Indicators:
- The teacher candidate integrates development of language arts, mathematics, science, and social studies/history competencies, regardless of his/her content area(s).
- The teacher candidate uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills. (7a; 7g)
- The teacher candidate directs students' learning experiences through instructional strategies linked to learning objectives and content standards. (7k)

Standard 5: Application of Content
Standard 5.1: The teacher candidate understands how to connect concepts across disciplines.
Example Indicators: ➢ The teacher candidate helps students see relationships across disciplines by making connections between curriculum materials in a content area and related perspectives from another content area or areas. (5i; 5j)   ➢ The teacher candidate engages students in applying content knowledge and skills in authentic contexts. (5b)
Standard 5.2: The teacher candidate uses differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Example Indicators: ➢ The teacher candidate engages students in learning and applying the critical thinking skills used in the content area(s). S/he introduces them to the kinds of problems or issues addressed by the content area(s) as well as the local/global contexts for those issues. (5d; 5k; 5m)   ➢ The teacher candidate engages students in developing literacy and communication skills that support learning in the content area(s). S/he helps them recognize the disciplinary expectations for reading different types of text and for writing in specific contexts for targeted purposes and/or audiences and provides practice in both. (5e; 5h; 5n; 8h)   ➢ The teacher candidate provides opportunities for students to demonstrate their understanding in unique ways, such as model making, visual illustration and metaphor. (5h)   ➢ The teacher candidate guides students in gathering, organizing and evaluating information and ideas from digital and other resources and from different perspectives. (5c; 5g; 5k; 5l)   ➢ The teacher candidate structures interactions among students to support and deepen learning. (5p)
Standard 6: Assessment
Standard 6.1: The teacher candidate understands multiple methods of assessment.
Example Indicators: ➢ The teacher candidate uses, designs or adapts a variety of classroom formative assessments, matching the method with the type of learning objective. (6a; 6b; 6j; 6k; 6r; 6t)   ➢ The teacher candidate participates in collegial conversations to improve individual and collective instructional practice based on formative and summative assessment data. (6c)   ➢ The teacher candidate engages in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results. (6j; 6k; 6v)   ➢ The teacher candidate implements required accommodations in assessments and testing conditions for students with disabilities and language learning needs. (6i; 6k; 6p; 6u)
Standard 6.2: The teacher candidate uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher candidate's and student's decision making.
Example Indicators: ➢ The teacher candidate provides students with criteria for the assignment to guide performance, points outs strengths in performance and offers suggestions for improvement, and assists each student in examining his/her work and reflecting upon opportunities for his/her improvement. (6d; 6f; 6n; 6o; 6q; 6r; 6s)   ➢ The teacher candidate makes digital and/or other records of student performance to monitor each student's progress. (6i)   ➢ The teacher candidate matches learning goals with classroom assessment methods and gives students multiple practice assessments to promote growth. (6b; 6j; 6k)   ➢ The teacher candidate differentiates assessments, which may include providing more challenging learning goals for students who are advanced academically. (6k)
Standard 7: Planning for Instruction
Standard 7.1: The teacher candidate plans instruction that supports every student in meeting rigorous learning goals.
Example Indicators: ➢ The teacher candidate plans and sequences common learning experiences and performance tasks linked to the learning objectives, and makes content relevant to students. (7a; 7c; 7k)   ➢ The teacher candidate uses data from formative assessments to identify adjustments in planning. (7d; 7l; 7q)   ➢ The teacher candidate uses data on student performance over time to inform planning, making adjustments for recurring learning needs. (7f; 7p)

Standard 7.2: The teacher candidate draws upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy.

Example Indicators:
- The teacher candidate uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills. (7a; 7g)
- The teacher candidate seeks assistance to identify resources and refine plans to meet student needs. (7d; 7e; 7n; 7p)
- The teacher candidate integrates technology resources into instruction. (7k; 7m; 8o; 8r)

Standard 7.3: The teacher candidate draws upon knowledge of students and the community context.

Example Indicators:
- The teacher candidate plans instruction using formative and summative data from digital and/or other records of prior performance together with what s/he knows about students, including developmental levels, prior learning, and interests. (7d; 7f; 7n)
- The teacher candidate identifies students with similar strengths and/or needs and groups them for additional supports. (7d; 7l; 7q)
- The teacher candidate identifies students who need additional support and/or acceleration and designs learning experiences to support their progress. (7j; 7l; 7p)
- The teacher candidate takes into consideration the input of students, colleagues, families, and the larger community to inform instruction and foster relationships. (7o; 7q)

Standard 8: Instructional Strategies

Standard 8.1: The teacher candidate understands a variety of instructional strategies.

Example Indicators:
- The teacher candidate directs students' learning experiences through instructional strategies linked to learning objectives and content standards. (7k)
- The teacher candidate prepares students to use specific content-related processes and academic language as appropriate to the learning objective. (4j)
- The teacher candidate incorporates strategies to build group work skills. (4j)
- The teacher candidate analyzes individual student needs (e.g., language, thinking, processing) as well as patterns across groups of students and uses instructional strategies to respond to those needs. (7j; 8b; 8l; 8p)

Standard 8.2: The teacher candidate uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connection and to build skills to apply knowledge in meaningful ways.

Example Indicators:
- The teacher candidate makes the learning objective(s) explicit and understandable to students, providing a variety of graphic organizers, models, and representations for their learning. (8a; 8e; 8m)
- The teacher candidate uses a range of developmentally, culturally, and linguistically appropriate instructional strategies. (8k; 8m; 8p)
- The teacher candidate poses questions that elicit student thinking about information and concepts in the content areas as well as student application of critical thinking skills such as inference making, comparing, and contrasting. (8f; 8g; 8q)
- The teacher candidate models the use of non-linguistic representations, concept mapping, and writing to show how students can express their understanding of content area concepts and assigns work that allows the students to practice doing so. (8e; 8m; 8q)
- The teacher candidate develops students' abilities to participate in respectful, constructive discussions of content in small and whole group settings. (8i; 8q)

Standard 8.3: The teacher candidate utilizes available technology for instruction and assessment.

Example Indicators:
- The teacher candidate helps students use a variety of sources and tools, including technology, to access information related to an instructional objective. (8g; 8j; 8n; 8o; 8r)
- The teacher candidate helps students evaluate the trustworthiness of sources and organize the information in a way that would be clear to an authentic audience. (8g; 8j; 8n; 8o; 8r)

Standard 9: Professional Learning and Ethical Practice

Standard 9.1: The teacher candidate engages in ongoing professional learning.

Example Indicators:
- The teacher candidate engages in available individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all students with engaging curriculum and learning experiences. (5r; 9a; 9b; 9k; 9n; 10f; 10t)
- The teacher candidate actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. (9d)

Standard 9.2: The teacher candidate models ethical professional practice.

Example Indicators:
- The teacher candidate models the ethical codes of conduct and standards of the profession in all circumstances. (9o)
- The teacher candidate complies with laws and policies related to students' rights and teachers' responsibilities. (9j; 9o)
- The teacher candidate accesses information and uses technology in safe, legal and ethical ways. (9f; 9j; 9o)
- The teacher candidate follows established rules and policies to ensure students access information and technology in safe, legal and ethical ways. (9f)

Standard 9.3: The teacher candidate uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.

Example Indicators:
- The teacher candidate observes and reflects upon students' responses to instruction to identify areas and set goals for improved practice. (7p; 9c; 9g; 9l)
- The teacher candidate seeks and reflects upon feedback to evaluate the effects of her/his actions on others. (9a; 9g; 9m; 9n)
- The teacher candidate gathers, synthesizes and analyzes information to reflect upon and improve practice. (9a; 9c; 9g; 9h; 9k; 9l; 9n)
- The teacher candidate reflects on the needs of individual students and how well they are being addressed, seeking to build support for all students. (9l)

Standard 10: Leadership and Collaboration

Standard 10.1: The teacher candidate seeks opportunities to take responsibility for student learning.

Example Indicators:
- The teacher candidate assumes responsibility for and directs student learning toward high expectations. (9l)
- The teacher candidate shares plans and invites observation and feedback. (10r)
- The teacher candidate works to improve practice. (10h)

Standard 10.2: The teacher candidate seeks opportunities, including appropriate technology, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth.

Example Indicators:
- The teacher candidate participates on the instructional team(s) and uses advice and support to meet the needs of all students. (10a; 10n; 10r)
- The teacher candidate contributes to a supportive school culture. (10a; 10c; 10n; 10o; 10p; 10r)
- The teacher candidate uses ongoing communication with families and community to support student development and growth. (10d; 10m; 10q)
- The teacher candidate develops collaborative relationships to facilitate student growth. (8h; 10d; 10g)

Standard 11: Impact on Student Learning and Development

Standard 11.1: The teacher candidate works to positively impact the learning and development for all students.

Example Indicators:
- The teacher candidate instructs, assesses, and uses resulting data to demonstrate achievement for all students and draw conclusions about student progress. (6c; 6o; 6s; 6t)
- The teacher candidate uses digital and/or other records to support his/her analysis and reporting of achievement and progress for all students. (6c; 6g; 6j; 6l; 6o; 6t)
- The teacher candidate uses student performance data and knowledge of students to identify interventions that support or advance learning. (6g; 6u; 6v)

Standard 12: Professional Dispositions
Standard 12.1: The teacher candidate demonstrates passion, self-awareness, initiative and enthusiasm.
Example Indicators: - The teacher candidate expresses enthusiasm and interest working with students and the teaching process; speaks positively and actively promotes education as a profession.   - The teacher candidate exhibits consistent patience and personal concern for all students.   - The teacher candidate promotes a culture of fairness and the belief that all students can learn.   - The teacher candidate demonstrates self-direction and initiative in learning and practice.
Standard 12.2: The teacher candidate demonstrates skill in interpersonal relationships, reflective response to feedback, and displays evidence of appropriate social awareness.
Example Indicators: - The teacher candidate accepts and acts upon constructive feedback. (10t)   - The teacher candidate seeks to deepen his/her understanding of the cultural, ethnic, gender and learning differences among students and their communities. (9e)   - The teacher candidate models respect and dignity toward all members of the learning community.   - The teacher candidate displays a positive view of self and others and exhibits an appropriate sense of humor.
Standard 12.3: The teacher candidate practices good judgment, flexibility, problem-solving skills, professional communication and organization.
Example Indicators: - The teacher candidate reflects on the fairness and equity of decisions. (4q; 9e; 9m)   - The teacher candidate demonstrates careful oral, written and electronic communication and fosters respectful communication among all members of the learning community.   - The teacher candidate readily adapts to change in a professional manner.   - The teacher candidate deals with people, problems and crises effectively.
Standard 12.4: The teacher candidate maintains a professional demeanor and appearance, and displays dependability, punctuality and perseverance.
Example Indicators: - The teacher candidate demonstrates professional decorum (i.e. punctuality, confidentiality, responsibility, honesty, teacher presence, etc.) (9o)   - The teacher candidate balances various demands effectively.   - The teacher candidate displays a positive and professional demeanor, consistently observes dress codes, and maintains a polished professional appearance in all settings.

Comments (if any)